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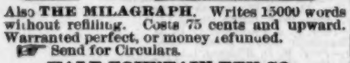

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CONTENTS OF THIS NUMBER.

EDITORIAL Page 259

A Lesson in Comparative Anatomy....260
Educational Thought....261
Teachers' Institutes....261
Questions on the Art of Teaching....261

THE SCHOOL-ROOM.

Geography—Its Application....262
Easy Experiments.—VIII.262
Selections for Written Reproduction....262
School Government....263
Primary Arithmetic....263

TABLE TALK....263

LETTERS....264

PERSONAL....264

EDUCATIONAL NOTES. 264

EDUC. MISCELLANY.

For the Little Ones....265
The Child's Individuality.265
Live Answers....265
Live Questions....265
The Afghan Situation....265
News of the Week....265
Educational Calendar....265
New York City....265

FOR THE SCHOLARS.

A Floral Festival....266
Golden Thoughts....266

BOOK DEPT.

New Books....268

New York, April 25, 1885.

As our great General is slowly but surely approaching his fate, the following immortal lines are especially appropriate:

The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Await like the inevitable hour,
The paths of glory lead but to the grave.

As spring opens great care should be used to secure pure drinking water. The well may become a reservoir of disease. A little knowledge of chemistry will enable any teacher to ascertain the truth. Many deadly diseases are carried in water. Take care!

A SPARTAN mother once stood waiting at the gate of her city for tidings from the battle field. A messenger at length drew near. With beating heart she cried, "How has the battle gone?" Supposing maternal affection and solicitude uppermost in her thoughts, he answered sadly, "Thy three sons are slain!" "I asked not for my sons, but for my country!" was the indignant rejoinder, "how stand the arms of Sparta?" sideration of the noblest subjects of thought. Mere acquirement of reading, arithmetic, The same spirit animated Cicero in his attack on the traitor Cataline when he declared that he "should take care that the republic received no harm." Thousands of brave men to day stand ready to defend our country, even at the peril of life or limb. The safety of our land especially demands this forgetfulness of self on the part of all her teachers. The rewards of teaching cannot be counted in dollars; neither are its results for self. The welfare of others is the true motive that brings the best work. Here is the mainspring of all true progress. Other forces may cause motion, but not progression. As another school-year is drawing to a close, it is a good time to ask, although in another sense than asked by the Spartan mother, "How stand the arms of Sparta?"

"WANTED, A YOUNG MAN," is an advertisement that lately appeared in one of our daily papers. It depends very much upon what kind of a young man he is whether he is wanted or not. If he is a beer-guzzling, tobacco-chewing and smoking, lewd-talking and theater-going young man, he will not be wanted in a respectable place very long. If he reads fleshy, sensational stories and ignores sensible literature he will not be required, unless in a saloon. New York is full of young men who are not wanted, except occasionally in the police court. They will not be wanted anywhere in this world many years. Their places will be vacant. A few broken-hearted mourners only will bemoan their untimely end.

WANTED! ten thousand capable, reliable young men to-day! There are double that number of places waiting to get them. Salaries will be small at first, but excellent in the end. They must be willing to labor and to wait. No fops or dudes need apply. Only a good English education is required. They must be quick of observation, patient under correction, willing to learn and willing to help. Teachers, how many such young men are there in your schools? How many can you catalogue?

IF the past forty or fifty years are surveyed it is apparent that two great mistakes have been made in American schools. They have not wholly failed, it is true, but there has been failure. If education does anything, it will enable the educated person to make the most of real life; it aims essentially at the same thing as religion. This high aim has been laid aside, and a compromise made, in answer to a general or supposed demand for preparation for practical life.

For years ago there was hardly a school, no matter how obscure that was not opened by reading of the Scriptures and prayer. Such exercises are now the exception. Now, the generation that demanded these exercises meant by them simply to found education on a serious and intellectual basis. They meant character; they meant a conand geography they deemed insufficient. In place of a high seriousness, the teacher switched off and employed himself in stuffing the memory. This resulted in degrading the schools from being educational institutions to mere "knowledge mills." The whole intellectual tone of the schools was lowered.

While the old educational aim was right, it will not do to deny that in practice it was in many cases most abominably narrow. While the seeming demand in many sections that the Scriptures should not be read in the schools led to their exclusion, it was not as a consequence of this, but from other causes, that the intellectual character of the schools deteriorated. In the place of cultivating the intellect the memory was distended. There was a growth of public thought concerning education; the teachers attempted to expand with this; they multiplied subjects of study and supposed they were uplifting the schools!

Forty or fifty years ago, the pupils were at home half of the year—the old rule prevailed: "All winter at school, all summer at work." This resulted in furthering the education of the child, though it may not have been so meant. The great men of the first century of the republic were taught on principles that were correct but have been laid aside. By the religious exercises the deepest intellectual ideas were attempted to be implanted; by training in work the whole being was reached, and symmetry, if not breadth, was gained.

A re-action was sure to come. The influence of Pestalozzi and his pupil, Frœbel, began to be felt here. It began to be seen that the intellectual character of the schools depended on the teacher, and that he must be a person who understood education—not as a trade, either; not as consisting of a routine of exercises. In fact, he must be a student of anthropology.

Then, too, a better conception of the relation of work to man has been creeping into the public mind. The value of *working out ideas* is being comprehended, so that it will be seen that while we do not want the old education back again, there were valuable ideas in that same old education.

The New Education is aiming to train the whole being in accordance with primal laws The demand of the people that the schools should fit the pupil for practical life did not mean that the intellectual tone should be lowered; it meant that there was something lacking—that was the training of the hand. To remedy these two errors there must be more genuine education, not necessarily more subjects of study, but better teaching. The demand for the so-called "industrial education" is based on a perception of the absence of symmetry in the pupils as they merge from the schools; the schools must meet this demand, but not by teaching trades.

SEND us notices of educational meetings and printed or written reports of proceedings.

THOSE joining the New York State Reading Circle after this date need not be examined until Jan. 1, 1886, if they so desire.

THE Colorado *School Journal* will soon be issued under the editorial care of Supt. Aaron Gove. It will be in excellent hands.

WOMEN can vote for County Superintendents in Minnesota. This is good as far as it goe. Why not let them vote for state officers?

THE *School Moderator* is one of the few educational papers that publishes reports of actual school-room work. Why are there not more?

THOSE desiring to attend the summer school for instruction in Kindergarten and Primary Teaching, should apply to Dr. W. N. Hailmann, La Porte, Ind.

THE Philadelphia Board of Health recently ordered the closing of four of the public schools of that city if the the premises were not at once put in sanitary condition.

THE City of Brooklyn, N. Y., has established a Training School for teachers, in connection with a Model Primary School. Supt. Calvin Patterson recommended its organization in his annual report for 1882. It will commence its active work at the beginning of the next school year.

THE New York State Reading Circle is getting along excellently. The largest membership yet received from one district is from Com. E. J. Swift, Second District, Chautauqua County. He has secured *just one hundred* names. When any commissioner does better than this we will make it known.

THE May number of the INSTITUTE contains *forty-three* articles relating to the actual work of the teacher in the school-room; not theoretical platitudes talking about teaching, telling what ought to be done, exhortations and orations, *but forty-three articles*, each one giving *actual help* to the working teacher. Besides these there Editorials, Editorial Notes, Table Talk, Letters, Personals, and Questions.

THE Saratoga Summer School is divided into the following departments;

1. Languages, under the directions of Sigmore M. Stern 27 E. 44th St., New York.
2. Elocution and bratory, under the direction of Dr. Edward Brooks, 1416 Chestnut St., Phila.
3. Primary Methods, under the directions of Dr. Hailman, La Porte, Indiana.
4. General Methods, under the direction of Chas. F. King, Lewis School, Boston.

THE Mind Class has been doing excellent work. One superintendent writes that he and his teachers "have been working earnestly." He says: "*Nothing that I have studied since I became a teacher has helped me so much as the Mind Articles.*" Many other letters of similar character have been received. The study of the mind with special reference to school-room work is essential to the true success of any teacher. As well can an engineer get along without a knowledge of his engine as a teacher without knowing the nature of the minds of his pupils.

A CRANK recently asked the Board of Education of this city to employ three professors to investigate an impending calamity. He claims that the planet is in great danger of smashing up, since the ice at the poles of the earth is causing such hydraulic and hydrostatic pressure that earthquakes will continue to be more and more common in this part of the country. The Board, with that sense of congruity which is one of its most pronounced characteristics, referred the subject to its committee on Warming and Ventilation.

THE following letter explains itself. We have asked Col. Parker to prepare for the columns of the JOURNAL a history of the Quincy work, and hope to receive a favorable reply. It would be interesting to know how this great reform commenced.

"I have read with much pleasure and profit Miss Patridge's book, recently published by you,—"Quincy Methods Illustrated." It is a most excellent book on methods,—by far the most helpful, in my judgment, of any yet published in English. I have no doubt there are many readers of the JOURNAL and of this book who, like myself, would like to have a history of the Quincy work somewhat in detail. Is there such a history other than Mr. Adams' Report? If not, could you not get some one to write a series of articles on the subject for your excellent JOURNAL?" A TEACHER.

COMMISSIONER DELANO, Sodus Centre, N. Y., has issued the following circular.

"In examining the condition of the school-houses and their surroundings in this commissioner-district during the past three years, I have found many things wanting, one of which is a proper number of trees to shield them from the bleak winds of winter and the scorching sun of summer. How insignificant would be the expense of making every school-yard a park! This chronic neglect to render them a little more pleasant and attractive, is unjustifiable. Three men in one day, could transplant from some convenient woods to the school-grounds, a sufficient number of thrifty young maples (*Acer saccharinum*) and elms (*Ulmus Americana*) to afford in a few years, a beautiful shade."

If every commissioner and superintendent in the county would follow the example of Com. Delano, thousands of trees would be planted every spring. In states where Arbor Day is appointed by the State Superintendent the local authorities have nothing to do, but follow suggestions, but where it rests with the people, school officers should lead in this matter. The educational value of beautiful trees is incalculable!

EACH year many volumes of the proceedings of the National Educational Association have been lost, owing to a change of locations. Members do not always think to notify the treasurer of their present address. This year no volume will be lost, and thus a saving of several hundred dollars effected. Each member has been requested to send to the treasurer fifteen cents for postage. This is right. Often three or four in one family are members, they do not care for but one volume; the sending of the postage is an indication of their wish as to the number of copies they want. The extra volumes are needed in the libratories of our institutions. The committee is to be congratulated on the successful distribution of the Proceedings of the Madision meeting. If any member has not received his book he (she) should at once notify the treasurer Dr. Calkins, N. Y. City, 124 E. 80th St., inclosing fifteen cents for postage.

A SCHOOL OF METHODS is to be a part of the Summer School at Saratoga, commencing in July. It will embrace departments in Pedagogics, Principles of Teaching, Geography, History, Arithmetic, Drawing, Language, Music, Penmanship and Object Teaching. The Faculty will consist of well known educators whose names may be found in the advertisement in the JOURNAL. The object of the school is to bring Normal Instruction within the reach of those now deprived of its advantages. Each one of the Instructors has been selected because he is known to have special ability in the subject assigned him Each is a *practical teacher* engaged in actual school-room work, and knows from experience the difficulties and trials of the profession. The lessons will be illustrated with the various kinds of apparatus and objects used in the school-room. While the school will be far more practical than theoretical, a Teacher's Institute rather than a Convention, it will afford to all desiring principles rather than methods, ample opportunity to study Pedagogics in the course of lectures and lessons given by Prof. Payne of the University of Michigan, and Thos. M. Balliet of the Cook County, Normal. No teacher, not having the advantages of normal training, should fail to avail himself (herself) of the advantages this excellent school will offord. The management is in the hands of Mr. Charles F. King, of the Lewis School Boston, a gentleman of long experience, especially expert in common school methods.

For the SCHOOL JOURNAL.

A LESSON IN COMPARATIVE ANATOMY.

[Reported from the Cook Co. Normal School by I. W. Fitch.]

NORMAL TEACHING.

Prof. Straight has before him a dozen boys and girls from the Second Primary room. Near the wall, in front of the children, hangs a skeleton upon which they have had several lessons from the practice teachers. On the table is placed a large vertebra of a whale.

Teacher. Who will find for me something on this skeleton that looks like this?" [Pointing to the whale's vertebræ.]

Several hands are eagerly raised. A boy goes to the skeleton, and touches one of the vertebræ in the spinal column. The others agree that he is right.

As the teacher points to different parts of the big vertebra she asks other similar questions, as: "Who can find a part that looks like this?" and "Who can see something like this in the skeleton?"

After every plainly visible part of the large vertebra had been discovered and shown in its smaller counterpart, a small vertebra of a small fish was handed to each child, and the question now was: "Who will show me something like this on the table or on the skeleton?"

The children seemed to have little difficulty in locating parts, and making the discovery for themselves, that the new bones were from the parts of some animal, corresponding to the places in which the vertebræ of the whale and skeleton were found.

THE PLAN OF WORK FOR ALL THE CLASSES IS AS FOLLOWS:

A few types are selected and studied quite thoroughly. Thus, a beginning was made with the weasel, the external parts and skeleton of which were compared with similar parts of the human body. After the weasel has been studied as far as at present admissible, a typical bird will be studied, then the frog, then a fish. The extent to which each subject is carried depends upon the power and interest of the pupils. Language lessons, oral and written, form and number lessons, drawing and painting, all come in connection with the investigation of these subjects, and so incidentally that the pupils do not know they are studying them.

The necessary apparatus, such as rulers, compasses, etc., are all made by the children themselves in the workshop. Descriptions or "stories" written by the children about their work are read aloud. Other "stories" bearing on the subject of the lessons are read or told by the teachers or pupils. Already so much interest has been aroused that many of the boys are anxious to make skeletons, and are actively collecting material for the purpose.

GEOMETRY.

One of the most enjoyable branches taught in the school is Geometry. An hour a day is given to the subject by Mr. Speer. His purpose is not to get from his pupils a perfectly *recited* demonstration,—he is not aiming at perfection in the thing *done*, but at the subjective benefit derived by the pupil,—hence propositions are placed upon the board by the teacher, one day in advance of a recitation, and the pupils are expected to find *original* demonstrations. Care is taken by the teacher to select these propositions from sources not easily accessible to the pupils, in order that they may not have the temptation of running to a book to see "how it is done." Following are some propositions recently given upon the board:

"The opposite sides and angles of a parallelogram are equal to each other."

"If two sides of a quadrilateral are equal, the quadrilateral is a 'parallelogram.'

"The diagonal of a parallelogram divides it into two equal triangles."

"The diagonals of a parallelogram mutually bisect each other."

"Parallelograms on the base, and between the same parallels are equal."

"Parallelograms having equal bases and between the same parallels are equal."

"Triangles upon the same base and between the same parallels are equal."

"Triangles upon equal bases and between the same parallels are equal."

"If a triangle and a parallelogram be upon the same base and between the same parallels, the triangle is half the parallelogam."

These propositions were well demonstrated by pupils in their teens, and done by means of figures *originally* thought out. The power *to think* and *to see relations quickly* has been and is wonderfully developed in the pupils of this room by the simple propositions in Geometry. It must not be understood that every pupil in the room is able the first time to go to the board and make a correct demonstration. Many fail at first, and some who are quite confident that they "can do it." But if they do fail honestly, no cutting remarks are made; no reminder is given that "you are falling behind your grade." No "failure" is marked opposite the pupil's name.

It was refreshing to notice the interest that every pupil in the room took in this recitation. If the person or persons at the board were unable to proceed there were several at the seats ready and anxious to commence at the difficult point, and to proceed with the demonstration. At recess several of the class gathered at the board to discuss the figures instead of going out. The frequent writing of papers, describing in *original* language different geometrical figures, and difference or likeness in the same, is made a means of deepening impressions and of cultivation in language. For one paper the following were given:

"Tell what they are—a circle, circumference, radius, diameter, chord, an arc, a segment, an inscribed angle, a tangent, a secant."

The cutting from white or blue cardboard of geometrical forms by the pupils is a favorite device of Mr. Speer's, for teaching form and hand work, while showing the relation of lines and surfaces.

EDUCATIONAL THOUGHT

By Thomas Hunter, Ph D.

[From the Report of the Normal College for the Year Ending Dec. 31, 1884.]

Civil Service Reform Applied to the Schools.—The public can better afford to have unqualified servants in any other department than in that of education. The work of the teacher is the most responsible and far-reaching. The evil example of an unfit teacher may affect generations unborn. It becomes the duty, therefore, of the educational authorities to establish some uniform system by which the best teachers may be appointed in the schools. It is to be deplored that positions are frequently given to the lowest graduates of the college, directly after receiving their licenses to teach, while the highest and best qualified, in every respect, are obliged, for want of *influence*, to wait for years, and sometimes to abandon the profession altogether. Places have been promised to very inferior students, long before graduation, by friends who possess that mysterious thing called "ward influence."

The hasty promotion of poorly prepared pupils and the mental strain to grasp what is beyond their comprehension upon their futile efforts to succeed would undermine the strongest constitutions and produce physical evils, for which the best education of the brain is but a sorry compensation. But no intelligent and conscientious teacher could be be guilty of so great a crime against humanity as that of cultivating the mind at the expense of the body, and by so doing endanger life itself On the other hand, while overwork cannot be too strongly condemned, it is unjust to the children and their parents to keep recapitulating over and over again what they have already acquired. This useless review of studies is "like a door moving on its hinges; there is constant motion but no progress." There is a happy middle course in education as in the other affairs of life; and trained teachers will always find it, or at least make the effort to find it. To young persons between twelve and seventeen, idleness may be a greater curse than overwork

The health rarely suffers from honest hard work, provided the demoralizing and enervating influences of fear are removed. Fitch, the able author, previously quoted, says, in regard to this: "For one authentic case of permanent injury to "the health of a school boy or girl from too much "mental exercise, there are twenty examples of "scholars who suffer from idleness and inaction."

Why Children Break Down.—That a very small number of teachers should think any fairly difficult examination a grievance is not to be wondered at, when it is remembered that candidates have been sent to College who had been but five months in the first grade of grammar school! No wonder the children are crowded with studies; and no wonder that their health breaks down under an unwholesome pressure to accomplish in one year what should require two. Imperfect preparation, hasty promotion and lack of time to learn, to digest and to assimilate the knowledge vaguely acquired in the two higher grades of the grammar school cause the greater part of the overwork and worry complained of. Under such a system of teaching, the Board of Education might reduce the course of study to the single subject of arithmetic, and yet there would be no relief. A plant cannot be made to grow by tugging at its roots; it needs sunshine and rain and *time*. It has been ascertained by actual investigation that the best students now in the college were kept two years in the two higher grades of the public schools by wise principals; and that these students learn their college lessons in little more than an hour.

The remedy for overwork and worry is a simple one. Let the Board of Education make a by-law that no pupil shall be promoted to the first grade of grammar school unless he or she has been at least one year a member of the second grade; and that no pupil shall receive a certificate from a principal, entitling him or her to be a candidate for admission to the college, who has not been at least one year a member of the first grade.

The true remedy for overwork and worry is normal training. If a true education be an harmonious development of the body, the mind, and the moral nature, it is very evident that, until teaching is made a professional calling, appreciated and respected, because it requires costly training, school children must continue to suffer from the inexperience and blunders of unqualified teachers. The greater majority of able teachers, who began the work of teaching without previous training are ready to confess, with a blush of shame, the multitude of blunders they committed during the first year or two, while expermenting and endeavoring to acquire the art of government and instruction. Two or three classes were injured to a greater or less extent; and if this were true of those who had a natural aptitude for teaching, who can calculate the amount of evil done by those who had no aptitude or love for the work of instruction, and accepted positions, as teachers in order to make pin money, or to obtain support while studying for some other profession? Such teachers will always overwork the children and make them miserable. We find, here and there, too, a Principal who, for the sake of a great reputation, imposes burdens under which the children stagger and fall. "What were ten thousand lives to a fame like" his?

What kind of Questions should Teachers ask on Examinations.—One of the best authorities on education in the world, J. G. Fitch says: 'Simple questions are always best; for they help you to do full justice to common-place pupils, and yet there is scope enough in them for difference in the manner and substance of the answer to distinguish between such pupils and the best. Still over and above these simple questions, I should always put two or three which will afford opportunity to the best scholars to distinguish themselves. Say I draw a paper of ten questions in arithmetic, I would let seven of them be honest, straightforward sums in the form which the scholar would naturally expect; but I would add three which required an explanation of principles, and which, without being puzzles or conundrums, were designed to call forth the ingenuity and thought of the best scholars.'

TEACHERS' INSTITUTES.

THE CHARGE.

For the most part, institutes are a nuisance. They are a great expense to the state and to teachers, without benefit to either. No teacher, worthy of a second grade certificate, gets one iota of benefit from all the bombast that he hears at an institute harangue. What is the value of all the new methods of which they boast? Scarcely any one of them can be applied to common schools. The methods are good enough to talk about, but very poor to use or apply. When the institute instructors teach methods that can be used and applied, then, and not till then, will institutes be anything but a nuisance, an imposition, and a shame.

What have institute instructors taught teachers, in the last five years, with all their perpetual ranting? Nothing at all but what anyone, with an ounce of sense and a spoonful of brains, could have written on ten cents worth of foolscap.

Theo. Tobias.

THE ANSWER.

A true teacher is a learner, possessed of a degree of humility that checks all superciliousness and renders the acquisition of knowledge a possibility. This teacher goes to the institute to learn; he does it, and returns to the school-room refreshed and invigorated, with mind and note-book stored with useful suggestions, methods new to him and eminently practical, and valuable and philosophical plans, all of which he carefully studies and *applies* with a skill that makes him a prize to the district securing and retaining his service. For him the institute is a grand success, and for his school a benefit not always properly appreciated. But what shall be said of him who goes to this gathering, so inflated with his own self-sufficiency that an effort to grasp the ideas of others is mentally impossible, and who carries with him a mind so completely submerged by the overflow of his own one sided ideas that no point is visible above the waste of waters on which a single suggestion could rest for a moment? For such and to such the institute must always be a failure, and no stretch of imagination will be required to see that his school must resemble his institute. Nor will any argument be needed to show that the sooner he withdraws from a profession in which he can find nothing to learn, the better for all concerned. We would not apply these remarks to the author of the letter mentioned, but it is evident either that he knew not of what he wrote or there was a sad lack of "an ounce of sense and a spoonful of brains."

New Ulm, Minn. Ed J. Collins.

For the School Journal.

QUESTIONS ON THE ART OF TEACHING.

By J. N. David, Quiet Dell, W. Va.

1. Define the mental process in the act of reading.
2. What is school organization?
3. Name some methods of recitation.
4. In recitation how should questions be put in regard to form and subject matter?
5. Name the chief characteristics of governing power in the teacher.
6. Define School Ethics.
7. Name some proper incentives to study.
8. Name the physical, intellectual, professional, and moral qualifications requisite for a teacher.
9. Name some educational principles.
10. Name the order of development of the mind.

The States of Alabama, Missouri, Nebraska, Nevada, Oregon, Kansas, Michigan New York, Vermont, New Hampshire, Rhode Island, and Maine have all passed laws providing for instruction in physiology in the public schools, with special reference to the effects of alcoholic liquors on the human frame.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

GEOGRAPHY—ITS APPLICATION.

By Prof. C. T. Barnes.

A CURIOUS INFATUATION OFTEN TAKES POSSESSION OF THE TEACHERS. The children must know the intricacies of circulating decimals, though they cannot solve the ordinary problems of business arithmetic with anything like readiness. They must study English grammar, and parse, though they cannot construct common sentences, and know absolutely nothing of English composition. They must read with pious exactness all the selections of the reader in regular succession, and the great world of literature outside of that reader may never be referred to in the class.

So in geography, they must memorize all the unimportant details of every country under the sun, while the geography which will be most needed in life may be lost sight of, though its basis lies at the very door of the school-house.

THE VARIOUS FORMS OF VEGETABLE AND ANIMAL LIFE CONSTITUTE ONE OF THE MOST PLEASING AND INSTRUCTIVE PORTIONS OF GEOGRAPHICAL STUDY.

If intelligent study of these interesting forms of life could be substituted for much of the details of geography as found in the text books; if the land could be looked upon as the place where these forms of life exist; the study would soon come to possess an unwonted charm. The author who makes the opening chapter of his elementary geography to consist of a conversation at the breakfast table, where the children of the family learn from an uncle, a sea-faring man, all about the coffee, from the berry growing in Java, to the delicious decoction on the table, knew how to teach little children. The teacher who can bring his pupils to understand the geographical distribution of plant and animal life; get them to see the dependence of such life upon soil and climate; and excite in them a love for the study of such forms, may well be credited with a like ability to teach.

At this stage of the work, latitude and longitude, and the circles and zones of the earth should be explained, and climate considered with special reference to its effect upon the various forms of vegetable and animal life.

The effects of latitude, altitude, mountain-ranges, winds, and ocean currents, upon climate, may be taught as physical facts, without any attempt to explain the theories underlying such facts.

The stunted and sparse herbage of the Arctic regions may be contrasted with the massive growths of the Temperate Zones and the wonderful luxuriance of the land of never-failing sunshine.

The giant redwood of California may be compared with the stunted shrub of the north; the lofty palm with the trailing cedar, and the magnificent pasturage of the prairies with the scanty grasses of the frozen north.

In the animal world the opportunity for comparisons presents itself on a scale equally large and varied.

This process, carried on with the spirit which characterizes all true study, will be proved to possess a great educational value.

Children who live along the banks of navigable rivers, or on the shores of the lakes or the ocean, and see the great tide of travel and commerce coming and going with ceaseless regularity, come to look upon those great water-ways as adapted to some other purpose than that of mere drainage.

The passing of a great steamer, with its hundreds of passengers and thousands of tons of freight, is a sight which will quicken the pulses of even those with whom it is a daily occurrence.

THE GREAT MULTITUDE OF THE CHILDREN CANNOT ACTUALLY SEE EVERYTHING, but if the imagination has been properly exercised through all the prior stages, it can now be relied on, by the help of vivid descriptions, and the use of proper illustrations, to bring before the mind a very correct and complete picture of them. The conception of the river, lake, or ocean, will be built up from the streamlet or pond which the child has seen a thousand times; and with the boats which he has seen in childhood as a basis, he will be able to form a very fair conception of the steamer with its cargo, as described by book or teacher.

During the time of these lessons in intermediate geography, much practice should be given in drawing outline maps from book and from memory, in order to more thoroughly memorize the forms of the various countries or continents which the children have studied. Moulding in sand will help the imagination in getting a true idea of the upraised forms.

Making mud-pies in the school-room, when the thoughts of teachers and pupils remain with their fingers in the mud, has never accomplished much besides soiling fingers, clothes, and school room, but where the conveniences are at hand, and the teacher possesses the requisite skill, the pupils will soon become able to mould the form of any country with ease. The first steps in moulding should always be the reproduction of forms with which the mind of the child is familiar. After the pupils become accustomed to rapid sketching, and to the use of the moulding-board, each continent, country, or state should be drawn and moulded as it is studied. I do not believe there is any better order of work.

PUPILS SHOULD BE ENCOURAGED TO COMPARE THE FORMS OF ONE CONTINENT WITH THOSE OF ANOTHER, and connect this study with the descriptions of plants and animals, soil and climate, races of men and their occupations, as found in the text-book in the hands of the pupils, and in the books which they may have read in connection with their regular class work.

For the SCHOOL JOURNAL.

EASY EXPERIMENTS.—NO. VII.

By G. Dallas Lind, M.D., Central Normal College, Danville, Ind.

There are some very simple experiments illustrating the phenomena of frictional electricity.

EXPERIMENT 20.

Materials used.—A watch or a convex piece of glass, a common stove poker, or a walking-stick, a piece of brown paper.

Manipulation.—Balance the poker or stick on the convex surface of the watch or glass, in the manner of a compass needle. Warm the paper and rub it briskly with a woollen cloth for a few seconds. Bring the paper immediately near the end of the balanced poker.

Result.—The poker or stick will follow the paper as a needle follows a magnet.

Principle.—When any two substances are rubbed together electricity is developed on their surfaces. If the bodies are good conductors, or if the air be very damp, the electricity is conducted away as fast as produced, but if one of the bodies be a non-conductor and the surrounding air dry, the electricity will accumulate on the non-conductor, manifest its presence by attracting light bodies, or bodies easily moved. Electrical experiments work better in cold weather usually, because the air is more apt to be dry. Water is a conductor of electricity; for this reason the paper should first be warmed to drive off the moisture.

Note.—The required degree of friction may be produced by drawing the paper two or three times between the arm and body, or between the arm and thigh, the clothing being thus substituted for the woollen cloth.

EXPERIMENT 21.

Materials used.—Glass lamp-chimney or rubber comb, some small bits of paper.

Manipulation.—Rub the glass or comb on the coat sleeve vigorously for a minute, then bring near the bits of paper.

Result.—The bits of paper will be attracted and then repelled.

Principle.—Same as in experiment 20.

EXPERIMENT 22.

Suspend a bit of elder pith or corn-stalk pith by a long hair to a support of any kind; rub the comb or lamp-chimney as in Ex. 21, and bring it near the pith ball. The attraction and repulsion will be more marked.

For the SCHOOL JOURNAL.

SELECTIONS FOR WRITTEN REPRODUCTION.

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By Edward R. Shaw.

AN ANECDOTE OF KING ALFRED.

Alfred the Great was a young man, three and twenty years of age, when he became king. Twice in his childhood he had been taken to Rome, where the Saxon nobles were in the habit of going on journeys which they supposed to be religious; and once he had stayed for some time in Paris. Learning, however, was so little cared for then that at twelve years old he had not been taught to read. But he had, as most men who grow up to be great and good are generally found to have had, an excellent mother; and one day this lady happened, as she was sitting among her sons, to read a book of Saxon poetry. The art of printing was not known until long and long after that period, and the book, which was written, was what is called "illuminated" with beautiful bright letters, richly painted. The brothers, admiring it very much, their mother said, "I will give it to that one of you four princes who first learns to read." Alfred sought out a tutor that very day, applied himself to learn with great diligence, and soon won the book. He was proud of it all his life.—DICKENS.

BE WHAT YOU SEEM TO BE.

A nobleman gave a grand supper to a few guests. While they sat at table, two masked personages came into the room. They were not larger than children five or six years of age and represented a gentleman and lady of high rank. The gentleman wore a scarlet coat with gold buttons. His curly wig was powdered snow white, and in his hand he held a fine hat.

The lady was dressed in yellow silk, with silver spangles, and had a neat little hat with plumes on her head, and a fan in her hand. Both danced elegantly, and often made agile springs. Everybody said, "The skill of these children is wonderful." An old officer who sat at the table took an apple and threw it between the gay dancers. Suddenly the little lord and lady rushed for the apple, quarreled as if they were mad, tore off their masks and headgear, and, instead of the skillful children, appeared a pair of filthy apes. All at the table laughed loudly, but the old officer said, with much earnestness, "Apes and fools may dress as much as they please; it soon becomes known who they are.—*From the German.*

STAR DOLLARS.

Once upon a time there was a little girl whose father and mother were dead; and she became so poor that she had no roof to shelter herself under, and no bed to sleep in; and at last she had nothing left but the clothes on her back and a loaf of bread in her hand, which a kind person had given her.

But she was a good and pious little girl, and when she found herself forsaken by all the world, she went out into the fields, trusting in God.

Soon she met a poor man, who said to her, "Give me something to eat, for I am so hungry!" She handed him the whole loaf, and saying, "God bless you!" walked on farther.

Next she met a little girl crying very much, who said to her, "Pray give me something to cover my head with, for it is so cold!" So she took off her own bonnet and gave it away.

And in a little while she met another child who had no cloak on, and to her she gave her own cloak. Then she met another who had no dress on, and to this one she gave her own frock.

By that time it was growing dark, and our little girl entered a forest, and presently she met a fourth maiden, who begged something, and to her she gave her petticoat. "For," thought our heroine, "it is growing dark, and nobody will see me. I can give away this."

And now she had scarcely anything left to cover herself. But just then some of the stars fell down in the form of silver dollars, and among them she found a petticoat of the finest linen! And in that she collected the star-money, which made her rich all the rest of her life.—GRIMM.

SCHOOL GOVERNMENT.

CONDITIONS OF ORDER.

Discipline, in the sense of government, is that power of control which produces and sustains order. Order is fitness of condition in things. Order as applied to a school means fitness of condition in all the parties comprehended in the idea of a school. 1st, the district as a body politic; 2d, the parents or guardians; 3d, the children; 4th, the teacher.

THE DISTRICT IS IN ORDER—1st, when it is able to pay the necessary expenses of the school; 2d, when it is willing to contribute freely to the wants of the school; 3d, when it possesses a decorous and law-abiding public sentiment.

THE PARENTS ARE IN ORDER—1st, when they appreciate the value of education to the child; 2d, when they are wise in the daily management of their children's time, with a view to school duties and relations; 3d, when they are properly affected towards the school, and thereby sustain its management.

There is no doubt that parents are mainly responsible for absence and tardiness; they could suppress them almost entirely if they would.

In well-governed homes; the children retire at a given time; they rise refreshed at a given time, and after discharging their morning duties in order, they start for school in season. Habits of procrastination and irregularity will find them unprepared to move when school time arrives. Instead of retiring to rest at bedtime, to recuperate their strength and spirits for the demands of the coming day, many children are subjected to the forcing process of acquitting themselves at evening parties and entertainments. The time which should be devoted to repose is given to actual dissipation.

To rob a child of its rest, and expose it to the strain of night excitement, is a sin attended with the most serious consequences. Parents who thus surrender their children to the tyranny of vicious custom inflict lasting injury upon the children, and great disorder upon the school. The wearied young victims are apt to be late. But this is only an item in the disorder. They are oppressed with a sinking lassitude, and have no zest for exertion; their faculties are clouded and benumbed, making thinking difficult and repulsive; their minds are absent, wandering back to the scenes of excitement and dwelling upon new-found emotions. The faithful teacher sees and feels the change with dismay. The school of yesterday, which was beginning to feel the spur of emulation, has been thrown back almost irretrievably by the shock of outside forces. Yet who will say that this teacher is incapable of governing because the accident of a night has introduced such disorder into his school? It is not sufficient to the purposes of government that the teacher be in order; it is necessary that the other factors be likewise in order. He who watches the clock, and sees that the school-child retires before nine is governing the school; he who countenances late hours is introducing disorder.

THE CHILDREN ARE IN ORDER—1st, when they are happy; 2d, when they respect the teacher and his office; 3d, when they feel interested in the school, and have pride in its success.

The happy alone are tractable. This is a law of human existence. The pursuit of happiness is the mainspring of human activity. Happiness is fruition, content; unhappiness is want, uneasiness. Happiness is a phase of love; and love is submission.

Volition has its origin in the desires. The desires of childhood are few and simple, but intense, in consequence of the excessive demands of growth. The desires at this period are mostly physical, as they have the task both of sustaining life and providing increase of structure. These imperative physical desires may be summed up in the desire for food, the desire for exercise, and the desire for repose—three things absolutely essential to physical development.

Children have one imperious moral desire—viz., the desire of love. In addition to these desires, they have susceptibilities, which are either incipient desires, or the germs of future desires.

Now, when abundant provision is made for the imperious desires, and reasonable provision for the susceptibilities, the child is intensely happy and tractable. It is in consequence of the susceptibility of the child to enjoy sweet sounds and beautiful sights that music and pictures are introduced into the school-room, and shrubbery into the playground, as aids to discipline. When the conditions of happiness are understood and supplied, much has been done for order.

THE TEACHER IS IN ORDER—1st, when he is thoroughly master of himself; 2d, when he possesses the clearest mastery of the subjects he is presumed to teach; 3d, when he apprehends correctly the relations surrounding and centering in him.

The worst disorders in schools are produced by disorderly teachers. This tyrannical self-assertion may so far triumph as to produce the silence of the grave. Even then we have the antipodes of order; for we have a company of unhappy children learning to hate authority and restraint, and ready to indulge in the wildest license as soon as the fear-inspired restraint is removed. We have children who will wield power as brutally, when it is placed in their own hands, as they found it wielded over themselves.—KENNEDY'S *The School and the Family.*

PRIMARY ARITHMETIC.

BY MISS SARAH E. SPRAGUE, Institute Instructor in Primary Methods, for Minnesota.

(Outline of an Institute Lecture.)

1. Perform each of the operations indicated in the directions, and make all possible combinations as you take up each new number

2. Each lesson in arithmetic should also be a lesson in language.

3. See that the children do the work, the teacher guiding and correcting.

4. Compare each new number with the preceding ones.

5. Have special lessons for teaching children to make signs and figures correctly, and see that all the work is done with the utmost neatness.

6. Illustrate every process by using many objects.

7. With beginners, develop the values of new numbers by the use of objects.

8. Have at least half of the work concrete. In developing a new statement, have the abstract form last.

GENERAL DIRECTIONS.

1. Use objects until the children can work intelligently without them. If one fails in recitation, let him correct himself by referring to the objects.

2. Have the children make many practical examples in connection with each operation. This will cultivate the imagination and language as well as thoroughness.

3. The teacher should have several primary arithmetics, from which to get a variety of combinations and practical questions. Where one practical question is given in a book, the teacher should supply ten more.

4. Be content to make haste slowly. If you do the work thoroughly, with the numbers from 1 to to 10 inclusive, in nine months of school, you will have done well.

THERE ARE TWO FACTORS IN EDUCATION—THOUGHT AND EXPRESSION.—Most teaching, is the training of the skill to express thought, with little or no regard to the thought itself. Precision is an indispensable mode of training skill in writing, drawing, position, and accurate ways of acting; but, when the training of precision is made the main motive of school work; when the ways a child sits, places his feet, holds his hands, stares at a book, stands up, marches, utters a sentence, etc., are the be all and end all in the teacher's plan of work; then, precision invades the sacred realm of thought evolution, and the mind's power to act is crushed and crippled.

THE most hopeless of mortals is he who is ignorant and *won't learn.* He isn't a fool, but worse. He don't deserve to eat or sleep comfortably as long as he shuts his eyes and stops his ear.

TABLE TALK.

"I have tried the History Game published in a recent issue of the JOURNAL, and am delighted with it. My school-boys are enthusiastic. I showed them the plan, and they made a set of the cards, and are anxious for the printed ones to come out. Do you intend to number them? I think it would be better *not* to do so, for I find that in playing they are apt to call entirely by numbers. Last night I had them cut off the numbers, except for the middle columns, as I., III., VI., IX., etc. Then I showed them that the middle column answers the questions *What? When?*—the first column answers the question *Who?* the third column answers the question *Where?* After laying down a card for the middle column, say No. I., which reads, "In 1492." I had them ask, "What was done in 1492?" Very naturally the answer comes, America was discovered; this is found on No. III., and is placed directly under No. I. Now the card on the left of No. III. should answer the question *Who?* Some one who has the card will place it in the right position. The card on the left will answer the question Where? and whoever has "At San Salvador" will place it there. The boys at first did not want to cut off the numbers. This compels them to call up their knowledge of history, whereas, if they call by numbers, they are apt to do so without any reference to the history, and it is then no different from merely having the cards numbered, with no history at all on them.

I suggested that they could make up a set for the U. S. Presidents, and they declare they shall try. How would it do for you to offer prizes to the school-boys and girls for the best set of cards for the U. S. Presidents, based on this system? I believe it would take well. There is possibly a good reason why I am so well pleased with this game, aside from its great merits. It has been my favorite method in teaching the voyages, discoveries, explorations, settlements, and *wars*, of our country, to teach the 6 *ich's*: 1. *Who?* 2. *When?* 3. *Why?* 4. *Where?* 5. *What events?* 6. *What results?* And in the wars, adding another, *What names?* numbering it *No.* 1, and the rest following in the order indicated above. L. H. MURLIN.

KALIDA, O.

As suggested by SUPT. MURLIN, we will offer a prize of the excellent book, "HOW SUCCESS IS WON" for the best set of cards, including the Presidents. They must also be transcribed on paper in their proper order, for the printer.

* * *

Here are two games. They are for the scholars, affording a good deal of amusement and help. The first is called "word changing," There only are a few rules to be observed. Those who wish to play are provided with pencils and paper, and all given the two chosen words to change.

Rule 1. The two words must contain the same number of letters, and must be changed one letter at a time.

Rule 2. The new letter brought into the word must take the same place as the dropped letter—as cave, cove,

Rule 3. Real words only must be used, not "make-up" ones, and proper names should be strictly avoided.

For an example, we will change girl to lady: Girl, gird, bird, bard, bare, bane, lane, lade, lady.

The one having the fewest intervening words wins the game.

The second is a new game of "bean bags." It can be played either on a lawn or in a parlor, as follows: A smooth painted board a foot and a half wide and three feet long, has a hole six inches square cut three inches from one end of it. This board has two legs eighteen inches long hinged to it near the hole end, upon which it is propped, the other end resting upon the floor. Then there are four small bags, made of strong, colored material, each holding a pint of small, white beans. The game is to pitch these bean bags into the hole in the board from a distance of fifteen feet or more, each player pitching all four of the bags successively. A bag going through the hole counts ten for the pitcher, but when he succeeds in putting the four bags through the hole successively, it counts fifty; a bag not going through but resting on the board, counts five, and every bag missing the hole, and not resting on or touching the board after being pitched, discounts five. Two or a dozen persons can join in the game, individually or by "sides." Ten rounds finish the game. It is good exercise, and more interesting and exciting than would be supposed by those who have never played it.

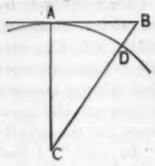
* * *

A Georgia teacher would like to exchange places with some one at the North or West. Who would like to go to Georgia?

LETTERS.

At what distance is any object visible above the horizon at sea? Q.

[The surface of tranquil water is called a level surface; a line whose points are all equally distant from a surface of tranquil water is called a line of true level; a straight line tangent to the true level at a given point is called the line of apparent level, with reference to that point.



Let C be the center of the earth, and A a point at its surface; then AD is the line of true level, and AB (the tangent at the point A) is the line of apparent level, and BD is the difference between the true and apparent level for the distance AB.

To compute BD, let AC equal r (radius), AB=d (distance), BD=h (height). Then BC=r+h. From the right-angled triangle, BAC, we have $(r+h)^2=r^2+d^2$

that is, $r^2+2rh+h^2=r^2+d^2$

or, $2rh+h^2=d^2$

But since BD is so small compared with AC, the radius of the earth, it may be neglected; hence,

$$2rh=d^2$$

or,

$$h=\frac{d^2}{2r}$$

But as 2r=diameter, and is *constant*, the variation in h (height) must be according to the square of the distance (d^2).

Take 7,912 miles for the mean diameter of the earth: this = 2r; let d = 1 mile; then

$$h=\frac{1^2}{7912}=\frac{5280\times12}{7912}=\text{about 8 inches.}$$

Showing that at the end of one mile the true level is eight inches below the apparent level.

If we take any distance in miles and multiply its square by 8, we shall get in inches the difference between true and apparent level for distance taken: thus for 30 miles we multiply 900, that is 30^2, by 8, and get 7,200 inches, or 600 ft., the correction for 30 miles.

The effect of refraction is to *increase* the distance of visibility about one-eleventh of that which results from the earth's curvature alone: *vice versa*, it diminishes the above difference of level.

The true difference is variously given by different authorities. It may be taken as 6.99 in. for every statute mile, or 7.09 in. for a single nautical mile.

At all events, the distance at which any object is visible above the horizon at sea is proportional to the square root of the height: *i.e.*, an object 400 ft. high can be seen *twice* as far as one 100 ft. high, etc.; 900 ft. =3 times as far.

The accompanying table has been ACCURATELY computed with regard to refraction and the elevation of the eye of the observer; the last is 5 ft.

Height in feet.	*Distance in statute miles.*
5	2.958
10	4.184
20	5.916
30	7.245
50	9.354
100	13.228
200	18.708
300	22.912
400	26.457
500	29.580
550	31.024
600	32.403
700	35.000
800	37.416
900	39.836
1,000	41.833

Each different height is the difference between the *true level* and the *apparent level*, according to above diagram. S.]

QUESTIONS.

Please solve:

9. I have a fenced garden 12 rods square. How many trees may be set on it, whose distance from each other shall be one rod, and no tree to be within half a rod of the fence? X.

10. If it is correct to say, "I go to town," why is it not correct to say, "I go to home"? J. P. R.

11. In connecting subjects of different numbers and persons by "or" or "nor," with which should the verb agree? Ex. Neither John nor his sister have (?) seen it. J. P. R.

12. A certain man erected three derrick masts at the respective vertices of a grass plot, which is in the form of an equilateral triangle measuring 200 feet on each side. The masts are 30, 40, and 50 ft. in height. For guys, he tells the dealer that he wants 9 pieces of cable of equal length, and of such a length that if three of them be fastened to the top of each mast, the opposite ends of them all would meet at a common point on the surface of the plot. How long were the cables sent by the dealer? H. C. H.

13. A man had 100 pounds given him to lay out in stock for a farm, of which he was to buy 100 head. He was limited to cows, sheep, and geese; he was to give five pounds each for the cows, one pound each for the sheep, and a shilling each for the geese; how many of each did he buy? B. V. D.

PERSONAL.

PROF. RICHARD J. NUTTALL, of Provo City, Utah Territory, recently made this office a call. He is on his way to England.

MR. JOHN HARPER, of Pittsburgh, drew up the bill for industrial schools before the Legislature of Pa. It originated with the Central Board.

DR. EDWARD BROOKS, the well known educational writer and president of the National School of Oratory in Philadelphia, will presently go to the Pacific coast for an extended visit.

PROF. THEODORE C. BURGESS, of the Fredonia Normal School, has declined an invitation of the King of Corea to go to that country and organize a public school system on the American plan.

OSCAR WILDE recently wrote to Mr. James Whistler, in alluding to the lecture lately delivered by "Our James": "Be warned in time, James; and remain, as I do, incomprehensible. To be great is to be misunderstood."

HON. B. G. NORTHROP, HON. B. L. BUTCHER, and HON. N. H. EGGLESTON, were constituted a committee, at the late meeting of the National Forestry Congress in Washington, D. C., to advocate the general appointment of "Arbor Day" in all our States.

MR. ROBERT WATERS is principal of West Hoboken Public School. He is editor of Cobbett's Grammar, published by A. S. Barnes & Co. The introduction and notes in this book are admirable. His school has an attendance of 860, with 19 teachers.

COMMISSIONER GEO. V. CHAPIN, Ontario County, New York, is making a thorough canvass of his district. Com. C. is an experienced superintendent, formerly having served several terms, and recently re-elected. He has been president of the State Commissioners Association.

HON. EDWARD DANFORTH, of Elmira, for six years Deputy State Supt. of Public Instruction of New York, is an active Sabbath School worker. He is State Secretary of the New York Sunday School Association and, Corresponding Secretary of the New York State Teachers Association.

MISS CAROLINE F. WHITING has taught, we believe, on the place where the grammar school now stands in East Twenty-seventh street over fifty years, although the principalship covers just half a hundred. Her influence has been so prolonged that the descendants of those who have come under her instruction, like Banquo's line, seem to stretch out to the crack of doom. When her anniversary comes round her old pupils will journey from the East and the West, from Europe, perhaps, and the isles of the sea, and hundreds will rise up to call her blessed. She has inspired as much respect and affection in her long term of service for personal traits of the highest kind, as honor in her laborious and responsible calling. The coming anniversary will be a memorable occasion. The family she has mentally nurtured numbers thousands and thousands, and is scattered from Maine to Oregon. Perhaps no other city in the land can show a lady still fresh and vigorous, who for half a century has been principal of the same school.

EDUCATIONAL NOTES.

CANADA.—Elgin county teachers' association meets in St. Thomas, May 7-8.

CONNECTICUT.—The graduation exercises of the New Haven High School, the 16th inst., were attended by an audience of about 2,500. The diplomas were presented to the sixty graduates by Gov. H. B. Harrison.

THERE are 31 colored students in the freshman class at Yale. Of these seven are students in law, eleven in divinity, and the remaining thirteen in medicine.

CALIFORNIA.—It is proposed to make an exposition of school work in connection with the session of the Marion County Institute, to be held during the second week in May, the exhibits to consist of specimens of written work in Arithmetic, Language, Geography, Penmanship, Drawing, History and Bookkeeping. The Superintendent, A. E. Kellogg, hopes by this method to bring to the notice of all the teachers and the general public, what could be otherwise seen only in an extended tour of the schools, as well as to carry out more systematically and effectively what has been a profitable feature of former institutes.

IOWA.—Pottawattamie county has a live and energetic superintendent in the person of J. W. Matthews. During the past six months he has been organizing teachers' associations through the county. They have been carried on very successfully this winter. W. L. P.

The Common School Diploma was awarded to a class of four at No. 5, New Hampton, recently. After awarding the diplomas, Editor Fairbanks gave a ringing lecture on education in its broad sense.

MRS. M. B. SEVERANCE has taught in the third district school of Davenport twenty years. On April 3d, the anniversary day, the patrons of the school gave her an expression of their esteem and confidence by a general visit to the school, and many presents, among which was a large, elegant, two-volume illustrated edition of Longfellow's poems. Mrs. S. now gets the largest salary paid to any lady teacher in the State.

J. M. DEARMOND, the newly appointed postmaster for Davenport, has been for many years the efficient and popular principal of school No. 5, in that city. His assistants express great sorrow at being compelled to part with him.

KANSAS.—The legislative appropriations for 1886-7 for the University amounted to about $75,000, while those for the Normal School, which enrolls about as many students, amounted to the magnificent sum of $7,000!

Most of the schools in the towns have made a decided effort to establish school libraries, and we are glad to note the large number that have already succeeded. Thus far Holton and Junction City have the largest number of books—about 1,000 vols. each. Humboldt has just begun with 60 vols.

The new laws relating to examinations and the teaching of physiology go into effect at once. The State Board of Education, under this law, prepares the questions for teachers' examinations, thus making the requirements more uniform, and relieving the county superintendent and his assistants of a rather unpleasant work.

All the county superintendents have completed arrangements for the normal institutes to be held in July and August.

Ex-State Supt. Speer's "Course of Study for Common Schools" has had a wide circulation, and is being adopted in many counties.

LOUISIANA.—The teachers of New Orleans are taking a special course of lectures in physiology and hygiene, from the Professors of the La. Medical College.

The manual training feature of the Tulane University is proving to be a success.

During the months of May and June, institutes under the auspices of the State Normal School and the agent of the Peabody fund, will be held at Shreveport, May 4 to 8; Alexandria, May 11 to 15; Opelousas, May 18 to 22; Lake Charles, May 25 to 29; New Iberia, June 1 to 5; and Thibodeaux, June 8 to 12.

PROF. H. E. CHAMBERS resigns the superintendency of the Beaumont schools, Texas, for the principalship of one of the leading New Orleans schools.

PROF. WOODWARD, of the Boston School of Technology, is giving free instruction in drawing, every Saturday, to the teachers of New Orleans.

MAINE.—Bowdoin College has issued its eighty-third catalogue. There are 21 members of the faculty, 113 students in the literary department, and 99 in the medical; total, 212. A history of the College is given, with a notice and portrait of John Bowdoin.

MARYLAND.—Baltimore county colored teachers' association will be held at Baltimore City, May 1-2. Among the subjects discussed will be: "What relation does the Teacher sustain to the Patrons of the School?" by Wm. H. Butler, Carrie Cotanche, and Cornelius Smith; "Is the Teacher's Moral Influence more potent than the Parent's?" Susie Dobson, Lottie Blay, Richard Fry, and Mary Clawson. Dr. J. H. Brown will give an address on "Mythology of the Ancients."

NORTH CAROLINA.—The new Public School law goes into effect June 1, 1885, and provides that there shall be a County Board of Education, consisting of three members, to meet four times each year and have general management of the county schools. The Co. Supt. shall visit the schools and keep the Board informed as to their work, needs, etc. The Board is to apportion the school fund to the districts as follows: two-third in proportion to whole number of children, and the remaining one-third so as to equalize school facilities to both races. This last provision is an excellent one, for heretofore the *per capita* distribution has given the lion's share in the western part of the State to the whites, who are in the majority, whereas in the east the conditions are reversed, and the blacks get more than an equal share. Hon. S. M. Finger, the new State Supt., bids fair to be an efficient officer.

NEW YORK.—Yates county teachers' association will meet at Rushville, May 2.

The Dutchess county teachers' association met at Poughkeepsie, April 25. Program: "Metric System," E. Ryer, Staatsburgh; "What can be Done to Improve the Profession?" S. Mansfield, Wappinger's Falls; "School Discipline"; T. S. Barnes, Rhinebeck; "Some of the Defects of our School System," A. A. Yates, Poughkeepsie. J. H. Brown, Pres.

The Rensselaer county teachers' institute was held at Greenbush, April 20,25; Prof. James Johonnot, principal instructor, and Prof. C. T. Pooler, associate; Miss L. D. Shipman of Saratoga Springs, gave instruction in vocal culture, reading, and elocution. Supts., J. R. Parsons and I. N. S. Miller.

The Queens county teachers' association held an interesting and helpful session at Jamaica, L. I., April 11. Miss Alida Woodin, Jamaica, gave a paper on "Advanced Reading"; Prin. Sherman Williams, Glens' Falls, one on "Principles and Methods"; Prin. Addison Wells, Bayport, gave a practical exercise in drawing. The "Cramming" question was warmly discussed. Prin. Peck, Whitestone, offered a resolution endorsing the State Reading Circle, which was adopted.

The Kings' county teachers' institute will be held at East New York, April 27—May 1. Supt. Ruggles has appointed as principal instructor, Dr. Eugene Bouton; associate instructor, Prof. C. T. Barnes.

The Oswego county institute, conducted by Profs. French and Bouton, will be held at Mexico, May 11-15.

PENNSYLVANIA.—The new law relating to the instruction of physiology and hygiene in the public schools, does not go into effect until June, 1886.

In accordance with the concurrent resolution of the Senate and House of Representatives, approved March 17, '85, Gov. Pattison appointed Thursday, April 16, as Arbor Day. Supt. Frederick Ream has issued a circular to the school directors of his county, in which he suggests that they encourage the teachers, pupils, and citizens of their districts to meet at their school-house upon Arbor Day, at 9 o'clock A.M., and prepared with hoes and shovels, grade the school grounds and plant such trees, shrubs and vines as grow well in the immediate vicinity, and which will give variety and greatly increase the attractiveness of the school-building and its surroundings of grass-plat and greenery.

The principalship of the Huntington Mills Normal Academy is vacant.

The schools of the third district of Wilkesbarre have some work on exhibition at the New Orleans Exposition.

MISS H. E. BROOKS, for two terms superintendent of the schools of Lackawanna county, and during the past year an institute lecturer, has gone to Col. Parker's Normal School, where she will take a course of study in pedagogy.

JOHN E. and MISS MARY L. KOERNER, an accomplished young lady and gentleman, teachers of Wilkesbarre, died last week of typhoid fever. Mr Koerner was a graduate of the Wilkesbarre High School, and Miss Koerner of the Mansfield Normal School.—April 16 was observed as Arbor Day. The movement is new in this State, and will probably require some years before it will be universally observed.

DR. D. H. LOCKARD and MISS LIZZIE PIERCE, of Plymouth, both formerly teachers, were married March 9.

D. M. HOBBES will teach a normal class at McKendree and J. M. FRITZ at New Columbus, during the summer vacation.

PROF. HALL and Misses DAY and PHILLIPS have recently been elected to positions as teachers in the California Normal School.

WEST VIRGINIA.—J. Walter Barnes has been employed as an assistant teacher in the Fairmont Normal School.

Morgan county institute will be held at Berkely Springs, April 27-May 1. Profs. Brown and Clark in charge.

EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

FOR THE LITTLE ONES.

MAY MACKINTOSH.

A SPRING SONG.

The sun is shining brightly,
The birds begin to sing;
And everything is ready
For the coming of the Spring.

The tree's brown buds are swelling,
They soon will burst their sheath;
For tender green excelling
Even the grass beneath.

The sky is blue, and birdies
Fly swiftly to and fro:
The farmer in his corn-fields
Begins his seed to sow.

And then the flowers say softly,
"Wake up, we shall be late,
The cows are in the pasture,
And baby's at the gate."

"For baby's rosy fingers
Do love the flowers so;
Dear earth, you must not keep us,
For it is time to blow."

THE CHILD'S INDIVIDUALITY.

BY BESSIE E. HAILMANN.

THE LITTLE CHILD SHOULD BE VALUED AT HIS TRUE WORTH AND HIS RIGHTS RESPECTED. A certain kind of selfishness leads us into a habit of undervaluing what does not appeal to our immediate interests. Wherever we are not directly concerned, there will be a glamour of unreality. The affairs of other nations,—a quarrel in an Esquimau family, for instance, or a Hottentot marriage,—they seem to us so far away, so indistinct; they are so *unfelt* that they pass as a ripple on an ocean.

This tendency shows itself very plainly in our teaching of little children. We underestimate the value of the child as a factor in real life. We regard him, rather, as an *applicant* to reality; we undervalue his good sense and appreciation of the fitness of things. We treat him as a being distinct from us. We do things to him that he must not do to other children. We command him, scold him, bamboozle him, manage him, punish him, control him, bend him to our will (as if he had none of his own). We do things before him that we do not before adults; we lose our temper before him; we show him disrespect and lack of consideration in many little ways; we pretend to know more than we do, before him, because we are afraid of losing our autocratic control.

What right have we to do these things? What right have we to be *careless* with the "least of these?" A sense of the seriousness of what we do should be with us always. Children are in the infancy of their acquaintanceship with themselves and the external world. Are they, in consequence of this, perhaps, more self-conscious than we are? or, rather, in a stage of development that demands *purpose* as a preventer of that disagreeable self-consciousness of grammar grade and high school age?

LIVE ANSWERS.

1. An elephant goad is called an "aubus", the catch that stops a clock from striking, "a detent"; dust sifted from spices, drugs, etc., "garbles"; basket-work in which dates are packed, "a frail."

2. Aaron, an Egyptian physician who flourished in the seventh century, and wrote books on medicine, is the first author who mentions small-pox.

3. In the sixteenth century a sect appeared in Germany who believed that the Holy Spirit would convey directly to the understanding a knowledge of the Scriptures without the aid of study, and that it was therefore better not to know how to read. They were called the "Abecedarians."

4. The *siskin*, a European song bird, has received the Latin name of *carduelis*, from its fondness for the seeds of the thistle.

5. The idea of the Corinthian capital was derived from the appearance of a basket of *acanthus* roots which had been set down carelessly, covered with a tile and left until the leaves growing and forcing their way through the crevices and upward until met by the underside of the cover, presented the appearance of the above-named capital in Greek architecture.

For The SCHOOL JOURNAL

THE AFGHAN SITUATION.

The territory concerned in the Anglo-Russian difficulty is a district in the northern part of Afghanistan called Badghis, lying between the Murghab and the Heri-Rud rivers. The Paropamisan Mountains, as they are designated on the map, are simply gentle undulations of the surface. The country is described as neither bleak nor steril, abounding in "groves of pistachio and mulberry trees, wild rose trees, real English backberry bushes, wild carrots, and other evidences of fertility." But owing to the insecurity of life and property from the frequent incursions of the fierce Turcomans on the north it has long been almost unoccupied.

The present conflict is caused by a difference of opinion as to the boundaries. England runs the line due east from Sarakhs, on the northeastern border of Persia; Russia, from Zulkifar, about seventy miles farther south. The Russian troops have already passed the line claimed by the English and are now at Penjdeh. This gives a position more than half way to the line claimed by them, and virtually commands the only watered route from Merve to Herat. The English, meanwhile, are at Rawal-Pindi, in Northern India, more than five hundred miles away, and in a race for Herat would be easily distanced by their Muscovite foes.

The question at issue is not simply the Russian occupation of Badghis, or even the whole of Afghanistan, but their proximity in case of such occupation to the British possessions in India. Moreover if the Russians may go to Akrobat or Bala-Murghab, why not, in time, to the conquest of all Afghanistan and of Persia as well, with a foothold on the Persian Gulf? It is not strange that England makes the Afghan quarrel her own, and that she is ready to take up the gage of battle thrown at the feet of her weak ally by her crafty foe. The fate of her Indian Empire and the control of the Suez Canal in time of war depend upon beating back the Russian advance, and there can be no doubt that she will strain her utmost resources to accomplish that end.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. From what did the term "Uncle Sam" originate?
2. What marine animal "lassos" its pray?
3. What are "Widmannstaett's figures"?
4. What plant furnishes an excellent substitute for a razor strop or a whet-stone?
5. Where is the agonic ellipse?
6. Who was called "the Maid of Saragossa?"
7. What bird is called the "man-of-war-bird"?

EDUCATIONAL CALENDAR FOR MAY.

BY N. O. WILHELM.

May 1, 1672.—Joseph Addison, born; English author; essayist; humorist; moralist; wrote the poem, "The Campaign," which won him a government office; chiefly noted for his essays in the "Spectator"; Johnson says: "Whoever wishes to attain an English style, familiar but not coarse, elegant but not ostentatious, must give his days and nights to the volumes of Addison."

May 2, 1813.—Robert Hall, born; one of England's greatest pulpit orators; at nine, had read and could discuss some deep works on the mind; too close study during childhood caused ill health in latter years; his sermons and political essays are much admired.

May 3, 1481.—Mahomet II., died; called The Great; captured Constantinopie and subdued several nations. Also, Machiavelli died May 3, 1469; a famous italian state minister; wrote "The Prince," in which he tries to teach rulers how to gain and keep despotic power.

May 4, 1796.—Horace Mann, born; eminent American educator; studied the educational sys ems of Europe; his annual reports are widely valued.

May 5, 1821.—Napoleon I., died; Emperor of France; great conqueror.

May 6, 1859.—Humboldt, died; German scholar and traveller; wrote many works on Natural history, and geology, and histories of the countries he visited; his greatest work is "Cosmos." Also, Robespierre born; a French demagogue; exercised supreme power during the Reign of Terror.

May 8, 1846.—Battle of Palo Alto. See Am. Hist.

May 9, 1805.—Schiller, died; illustrious German poet; wrote "The Robbers"; became fast friend of Goethe; his best works are the "Song of the Bell," "William Tell," and "The Diver"; his name is pronounced the greatest in German literature.

May 10, 1865.—Jefferson Davis captured by the Union cavalry in Georgia; was tried for treason; released on bail, and pardoned by President Johnson.

NEWS OF THE WEEK.

Charles E Buddenstek, the flimsy house builder, his foreman, Charles Franck, and two building inspectors have been indicted for manslaughter in the second degree, in causing the death of Louis Wolter, the workman who was killed by the collapse of the houses in Sixty-second street.

Gen. Grant continues to improve; on the 20th he took a drive in the Park.

A shrewd Russian merchant has remarked: "Do you think we have moved 150,000 men to the shores of the Caspian to obtain merely a strip of desert? We mean war, unless England timidity grants all we want." On the 21st Mr. Gladstone asked for a credit of $55,000,000 for the army and navy account. The House of Lords, without discussion, voted in favor of it, and it is expected that the Commons will do likewise.

The settlers on the Oklahoma lands have been removed, but the cattlemen still remain.

An English traveling agent was murdered by a countryman in St. Louis, and his body left in a trunk in a hotel. The murderer was traced to San Francisco, where he took passage for New Zealand.

The bill providing for the purchase of Niagara Park passed the Legislature and is now awaiting Governor Hill's approval. The Assembly passed the bill granting additional power to the New York Board of Health.

The Dominion troops are close upon the rebels at the South Saskatchewan. Two of Riel's scouts have been captured, who say that their leader will never surrender, that his men are well armed, and that "Big Bear" has promised to join him with 1,500 men. He (Big Bear) has already begun operations by capturing Fort Pitt, and, it is feared, massacring the inhabitants.

NEW YORK CITY.

Grammar School No. 60, corner 146 Street and College Avenue, is reported, by a representative of the paper, as doing effective work. The principal, Mr. Hyatt, has been in charge of the school 17 years, and is well known among the scientific men of the city. He has an excellent corps of assistants, and an average attendance of more than 1,000.

FOR THE SCHOLARS

A FLORAL FESTIVAL.

(A young girl, dressed to represent the Goddess Flora is seated on the platform under a canopy of flowers and vines. At a short distance from her is a stand made to resemble a "Jack in the pulpit." A boy takes the place of "Jack" and acts as master of ceremonies. A number of children dressed in green to represent wood-nymphs come in as they are introduced by Jack. Singing or chanting their parts, they pass before the goddess, present their offerings and leave the platform from the side opposite to the place of entrance.)

Jack in the Pulpit.—LADIES AND GENTLEMEN.—The voice of Jack in the pulpit "is always heard just as soon as it is safe for him to speak without danger of taking cold and having sore throat." He has already delivered several orations to his wood nymphs and now comes here to speak in honor of the goddess Flora whose festival he trusts will be as joyfully celebrated here to-day as it used to be in ancient Rome. The wood-nymphs are coming also to bring tributes of flowers and songs to the goddess. Here are some of them now.

[*Enter group of nymphs bringing May flowers and singing* :]

"Spring-time is coming! search for the flowers!
Brush off the brown leaves, the darlings are here!
Joy of the spring-hours picking the May flowers!
Kiss the spring beauties, the babes of the year!

[*As they are passing out one nymph enters bringing yellow violets and addressing the goddess recites.*]

"Down in the valley where the sun shines warm, along the low hill-sides and in the hazel thickets, the the Dogtooth Violet is ringing his yellow bell." I heard him ringing as I passed by and I plucked some of his bells for thee, O beautiful Flora!

[*Enter group bearing daisies, primroses and violets, chanting* :]

Laud the first spring daisies;
Chant aloud their praises;
Gather the primroses,
Make handfuls into posies.
Pluck the violets blue,—
Ah, pluck not a few!
Knowest thou not what good thoughts from Heaven
the violet instills?
Pluck the primroses; pluck the violets,
Pluck the daisies,
Sing their praises;
Friendship with the flowers some noble thought
begets.

Jack.—Ah here come "The Buttercups with their yellow dresses, fresh and new. They are now gilding the meadows and uplands everywhere. They are not very particular, but are quite contented if they only have standing room." Hear them sing.

[*Enter group of nymphs bearing buttercups and singing* :]

The gorse is yellow on the heath,
The banks with speedwell flowers are gay,
The oaks are budding, and beneath
The hawthorn soon will bear the wreath,
The silver wreath of May.
—CHARLOTTE SMITH.

[*Enter one bringing roses* :]

The angel of the flowers one day,
Beneath a rose-tree sleeping lay,—
And whispered to the rose:
"O fondest object of my care,
Still fairest found where all are fair,
For the sweet shade thou giv'st to me
Ask what thou wilt, 'tis granted thee."
"Then," said the rose, with deepened glow,
"On me another grace bestow."
The spirit paused, in silent thought,—
'Twas but a moment—o'er the rose
A veil of moss the angel throws,
And, robed in nature's simplest weed,
Could there a flower that rose exceed?
KRUMMACHER.

Jack.—"Mother Nature plants her dandelion seeds, so that when the flowers blossom the tiniest, fat, chubby baby can trot along and pick them. There are so many of them, that all the little girls in the village can trim their hats and paint their noses and chins all day long." But they cannot have all of the golden discs, my nymphs must have their share. Here they come with them now.

[*Enter group of nymphs bearing dandelions and singing:*]

Dainty little dandelions
Smiling on the lawn
Sleeping through the dewy night.
Waking with the dawn.

Fairy little dandelions
In their misty shrouds
Passing from our sight away
Like the summer clouds.

Pretty little dandelions
Sleeping in the glen
When another year returns
They will come again.
—*From Little Songs for Little Singers.*

[*Enter one bearing daffodils singing* :]

Fair daffodils, we weep to see
You haste away so soon;
As yet the early-rising sun
Has not attained its noon.
Stay, stay,
Until the hastening day
Has run
But to the even-song.
—ROBERT HERRICK.

Jack.—"Ah the beautiful flowers! They are fairies indeed, attending Mother Nature in all her rambles through meadow, woodland and garden. And very tenderly she cares for them through the long winter. She tucks them up most carefully in their snug little beds with snow-white blankets wrapped around them, and by a gentle rocking, peculiarly her own, keeps them asleep through the cold night." And now how fast they are waking up. Why here come the orchis and fox-glove, and tulip, we hordly expected them so soon.

[*Enter group singing.*]

Bring orchis, bring the fox-glove spire,
The little speedwell's darling blue,
Deep tulips dashed with fiery dew,
Laburnums, dropping walls of fire.
—ALFRED TENNYSON.

[*Enter another group, chanting.*]

'Neath cloistered boughs, each floral bell that swingeth
And tolls its perfume on the passing air,
Makes Sabbath in the fields, and ever wingeth
A call to prayer.

Jack.—Now, ladies and gentlemen, I think we have shown you what a high regard we have for the goddess Flora. Perhaps some of you have tributes to bring. What have your great men and women said about her and her fairy maids of honor?

[*A pupil rising from seat in the audience.*]

Pupil.—Mary Howitt says:

God might have bade the earth bring forth
Enough for great and small,
The oak-tree and the cedar-tree,
Without a flower at all.
He might have had enough, enough
For every want of ours;
For luxury, medicine, and toil,
And yet have had no flowers.

Pupil.—Horace Smith says:

Your voiceless lips, O Flowers, are living preachers,
Each cup a pulpit, every leaf a book,
Supplying to my fancy numerous teachers
From loneliest nook.

Not useless are ye, flowers, though made for pleasure,
Blooming o'er field and wave by day and night;
From every source your sanction bids me treasure
Harmless delight.

Pupil.—Our poet of Nature, Bryant, thus laments the departure of the flowers in autumn:

Where are the flowers, the fair young flowers, that
lately sprang and stood
In brighter light and softer airs a beauteous sisterhood?
Alas! they all are in their graves; the gentle race of
flowers
Are lying in their lowly beds with the fair and good of
ours.

The wind-flower and the violet, they perished long ago,
And the brier-rose and the orchis died amid the summer glow;
But on the hill the golden-rod and the aster in the
wood,
And the tall sunflower by the brook in autumn beauty
stood,
Till fell the frost from the clear, cold heaven, as falls
the plague on men,
And the brightness of their smile was gone from upland, glade and glen.

Pupil.—Edward Youl says:

Come, come into the wood;
Pierce into the bowers,
Of these gentle flowers,
Which, not in solitude
Dwell, but with each other keep society;
And with a simple piety,
Are ready to be woven into garlands for the good.

Pupil :—

"O faint, delicious, springtime violet!
Thine odor, like a key,
Turns noiselessly in memory's wards to let
A thought of sorrow free."

Pupil.—The great philosopher Emerson found the flowers worthy of his consideration. He says:

In May, when seawinds pierced our solitudes,
I found the fresh rhodora in the woods,
Spreading its leafless blooms in a damp nook,
To please the desert and the sluggish brook;
The purple petals fallen in the pool
Made the black waters with their beauty gay.

Pupil.—Krummacher says:

On Alpine heights the love of God is shed;
He paints the morning red,
The flowrets white and blue,
And feeds them with his dew.

Pupil.—And this is what the Bible says:

"Consider the lilies of the field, how they grow; they toil not, neither do they spin: And yet Solomon, in all his glory, was not arrayed like one of these."

Jack.—Well, ladies and gentlemen, I see that we children of the wood are not alone in our love for the goddess. She is worthy of all that nymphs or men can say of her. And now I propose that we all join in one grand closing song.

[*Curtain opens and all the nymphs march back across the platform and join in singing with the pupils.*]

Welcome Flora, welcome Flora,
Lovely goddess of the flowers!
Wood-nymphs meet thee,
Children greet the,
Bringing tributes from thy bowers.
Roses sweet and callas rare,
Buttercups and lilies fair,
Every flower from bush and tree,
With our love we offer thee.

GOLDEN THOUGHTS.

FROM WILLIAM COWPER: 1731—1800.

In every heart
Are sown the sparks that kindle fiery war;
Occasion need but fan them, and they blaze.

Not a flower
But shows some touch in freckle, streak, or stain,
Of His unrivalled pencil. He inspires
Their balmy odors and imparts their hues,
And bathes their eyes with nectar, and includes
In grains as countless as the seaside sands,
The forms in which he sprinkles all the earth.

Great princes have great playthings. Some have play'd
At hewing mountains into men, and some
At building human wonders mountain high.
Some have amused the dull, sad years of life
With schemes of monumental fame; and sought
By pyramids and mausolean pomp,
Short-lived themselves, to immortalize their bones.

Hope sets the stamp of vanity on all
That men have deemed substantial since the fall,
Yet, has the wonderous virtue to educe
From emptiness itself a real use.

Knowledge and wisdom, far from being one,
Have oft-times no connection. Knowledge dwells
In heads replete with thoughts of other men;
Wisdom in minds attentive to their own.
Knowledge is proud that he has learned so much,
Wisdom is humble that he knows no more.

My mother! when I learned that thou wast dead,
Say, wast thou conscious of the tears I shed?
Hovered thy spirit o'er thy sorrowing son,—
Wretch even then, life's journey just begun.
Perhaps thou gavest me, though unfelt, a kiss:
Perhaps a tear, if souls can weep in bliss.

O, for a lodge in some vast wilderness,
Some boundless contiguity of shade,
Where rumor of oppression and deceit,
Of unsuccessful or successful war,
Might reach me never more! My ear is pained,
My soul is sick, with every day's report
Of wrong and outrage with which earth is filled.
There is no flesh in man's obdurate heart;
It does not feel for man; the natural bond
Of brotherhood is severed as the flax.

He is the freeman whom the truth makes free,
And all are slaves beside.
His to enjoy with a propriety that none can feel,
But who, with filial confidence inspired,
Can lift to heaven an unpresumptuous eye,
And smiling say, "My Father made them all"!

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MAGAZINES.

The May number of *Harper's Magazine* opens with a beautiful suggestion of Spring in its frontispiece, "Spring Blossoms," from a drawing by Howard Pyle. There is a fuller intimation of this bright season in the illustrations by Alfred Parsons of Wordsworth's sonnet, "Admonition," and "A Witchhazel Copse," by William Hamilton Gibson. Birge Harrison contributes "Espanola and its Environs," with several striking illustrations. "Through London by Canal" is an attractive and novel paper by Dr. B. E. Martin, richly illustrated. Hark Comstock contributes a paper on "Jersey Cattle in America," illustrated by excellent portraits. J. W. Gerard has a paper, "Anneke Jans Bogardus and her Farm," illustrated by pictures of old Dutch life in New York. The second of F. D. Millet's Baltic sketches, "A Wild-goose Chase," takes the reader from Copenhagen to Skagen, and is richly illustrated by the author and R. Swain Gifford. The serials are continued, and there are three excellent short stories by F. J. Stimson and Lucy C. Lillie. The last-mentioned illustrated from a drawing by C. D. Weldon. The Easy Chair and the Drawer contribute to the reader's entertainment and amusement, and the other editorial departments are well sustained.

Readers of *The Popular Science Monthly* can be quite sure of their money's worth in the May number, which is full of articles rich in thought, and information on living questions of the day. The first paper, "Our Recent Debts to Vivisection," by William W. Keen, M.D., is a graphic account of the benefits that have been conferred upon humanity during the last quarter of a century, by means of experiments on animals. The second article, by Professor W. K. Brooks, is a highly significant answer to the question, "Can Man be modified by Selection?" Dr. Max von Pettenkofer's valuable papers on "Cholera" end in this number. "Religion without Dogma," by Mr. George Iles, is a vigorous protest against the trammels of theological authority. "Methods of teaching Political Economy," by Professor J. Laurence Laughlin; "A Scientific View of the Coal Question," by G. Gore; and "Training in Ethical Science," by Mr. H. H. Curtis, are able articles. Other papers are, "The Chemistry of Cookery," "The Nervous System and Consciousness," by Prof. W. R. Benedict; "Arctic Exploration and its Object," by Dr. Franz Boas; "Pasteur's Researches in Germ-Life," and "A Very Old Master." "Illiteracy as a Source of National Danger" and "A Test of Philosophy" are discussed in the "Editor's Table."

One of the most famous poems in our language appeared originally in the *North American Review* for September, 1817. The May number, just out, has a poem by Robert Buchanan on "The New Buddha." The critics found fault with Bryant's poem on the ground that it was un-Christian; it remains to be seen what they will say of Mr. Buchanan's. The question, "Has Christianity Benefited Woman?" is ably discussed by Mrs. Elizabeth Cady Stanton and Bishop J. L. Spalding. President J. L. Pickard writes on "Why Crime is Increasing," and David Dudley Field on "Industrial Co-operation." Prof. Andrew F. West, of Princeton, contributes an article, "What is Academic Freedom?" James Payn, the English novelist, discusses "Success in Fiction," and T. F. Thiselton Dyer "Superstition in English Life" The new department of Comments keeps well up to the standard.

Lippincott's Magazine for May contains several articles of interest, the principal being "Is the Monopolist Among Us?" by Edward C. Bruce; "New York's Lyceum School for Actors," by P. G. Hubert, Jr.; "Haworth and the Brontés," by Emily F. Wheeler; "The Home of Rubens," by Rose G. Kingsley, and "Wigs," by O. A. Bierstadt. The number is especially strong in fiction. "On this Side" maintains its attractiveness, and there are several short stories and sketches that will repay perusal.

The *Magazine of Art* for May is a gala number. It is adorned with five full page illustrations, besides smaller ones on almost every page. The frontispiece is a study of a head, a fac simile in color, from the original by Sir Thomas Lawrence, in the British Museum. The other page pictures are "The Petition," from the original by Josselin de Jong, "The Deben above Woodbridge," by Lance Speed, "The Head of Orpheus," from the painting by Gustave Moreau, in the Luxembourg gallery, and "David" by the same artist. "East Suffolk Memories," a charming descriptive sketch by Mr. Sidney Colvin, illustrated by Mr. Lance Speed, opens the number and is followed by a just and appreciative biographical sketch of that much discussed French painter, Gustave Moreau, by Claude Phillips. "Pictures of Fence," a bright account of the swordman's art, by David Hannay, is especially commended to the consideration of that growing organization of New York City, the Fencing Club. To many readers Mr. Austin Dobson's paper on "Peg Woffington" will prove one of the most attractive in the number. A careful review of Mr. Hamerton's landscape is given, illustrated by some of the most striking plates in the book.

Among the more conspicuous contributions to the May *Atlantic* is the "Misused 'H' of England," by Richard A. Proctor, a reply to Richard Grant White's attack—if that word may be used, and we think it may. It is a novel situation—Prof. Proctor apologizing in an American magazine for an indefensible Englishism. The serials are all enriched by interesting installments, and there are short papers on "Childhood in Early Christianity," by Horace E. Scudder; "John Sebastian Bach," by J. S. Dwight; "George Eliot's Life," by Henry James; "A Bird-Lover's April," by Bradford Torry, and reviews of a biography of the late Henry James, and Woodberry's Poe. There are also verses by Helen Jackson, E. R. Sill, and James B. Kenyon. The Contributors' Club and Books of the Month are good as always, and the number is altogether a fine one.

NOTES.

There is no more pleasing music than the jolly songs as sung by students; and any one who has ever had the opportunity of hearing these songs by college societies, glee clubs, or by groups of students will not be surprised to learn that a new edition of Moses King's collection has just been issued. Over 30,000 copies have already been sold. There are sixty songs, with full music. The book is handsomely printed, sheet-music size, and is sold for fifty cents. The editor is Wm. H. Hills.

A fac-simile of a map prepared by General Gordon in Khartoum, and with notes in his handwriting, forms a feature of SCIENCE for April 10. General Stone, late of the Egyptian service, writes the descriptive text, and Colonel Prout, who served with Gordon, contributes an article upon his character as an officer.

CATALOGUES, REPORTS, ETC., RECEIVED.

Deaf Mutes and the Public Schools. By Joseph C. Gordon. Washington. Gibson Bros.

Original Humerous and Dramatic Recitations for School, Public, and Parlor Entertainments, No. 5. By Eugene J. Hall. Chicago, 11 Michigan Ave. Mr. Hall is both author and publisher. Many of his pieces are very attractive and meritorious.

Report of the High Schools of Massachusetts. By George H. Martin, Agent State Board of Education

Diphtheria. How to Detect it. Alcohol not a Food. J. B. Johnson, M.D. 922 New York Avenue, Washington, D. C.

FOURTEENTH ANNUAL REPORT of the President of the Normal College of the City of New York. For the year ending Dec. 31, 1884, to which is added a catalogue of the students, together with the class standing of each student. New York, 1885. Thomas Hunter, Ph.D., President.

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A VERY laughable case of mistaken identity occurred in this city last week. Two students on their way to Amherst College from Brooklyn, were delayed on Wednesday by being arrested on the supposition that they were thieves. They were soon released and the real culprits put in their place.

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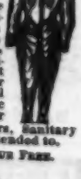

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There is faith in God, faith in self, and in humanity. The first produces the others. Faith in humanity believes that life is worth living and worth saving. You will have much hunger and thirst, will crave affection when the bloom of youth is supplanted by the ashen hue of age; will cry aloud for help in infirmities, must needs come, because those on whom women rely, though themselves powerless to relieve them of their intolerable aches, pains, prostrations, sleepless nights of agony, and days of distress,—because of the narrowness of their code and the selfishness of their purpose,—restrain them from resorting to those agencies which may lift women to a plane of greater usefulness, and to a nobler life.

Many a woman lacks the faith of Chedidja. If they had faith in their own reserve of physical power, confidence in the personal experience of others would follow; and instead of a race of suffering mortals,—slaves to the prejudices of those whose only interest in them is bounded by their professional fees,—we should see nobility of station reinforced by nobility of mind, and robustness of life.

The power to rid themselves of the aches, pains and desperate despair which afflict them, 'is in women, and ought to come out. You all have a countless amount of testimony.' Some one will say to you "Go on, and you will conquer."

"How?" Do as your sisters have done! Have faith in their indisputable experiences. We want more life and fuller, and all the help we can get. Man would fail were it not for the Chedidjas. There is much in good digestion to keep a woman sweet and lovable. There is more in thorough action of the great blood purifying organs—the liver and kidneys, for if they are deranged women can not have the physical comfort so craved and prayed for. To secure this, the help they need,—the help that thousands have already used and to which they say they owe all they possess,—is Warner's safe cure. Mrs. Maria C. Treadwell, Stamford, Conn., (President of the State Woman's Christian Temperance Union) a well known leader, says 'it is the only thing which seemed to reach my case.' These unprejudiced thousands have blessed the world because they have become Chedidjas, who have felt it their duty to declare their own faith and to inspire their sisters with confidence in the extraordinary up-building energy of this wonderful discovery.

Miss Cleveland has evidently an original and fertile mind, and we are indebted to her interesting lecture,—a few thoughts from which we have copied,—for a text out of which the above suggestions have grown.

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Many books on physiology and hygiene have lately been written, especially adapted to the needs of young people. Public opinion as well as recent legislation has brought this subject prominently before our teachers and educators, so it has become one of the most important studies in the school-room. Such a book as "Our Bodies and How we Live," by Albert F. Blaisdell, M.D., are among the most valuable additions to recent text-books, being written with a special effort to place facts before the people, and being highly endorsed by the most prominent educators. The subject of manners is also receiving attention in our schools, and the book, "Lessons on Manners," by Edith E. Wiggins, is especially timely. It is prolific in suggestion, and sure to meet with great favor in the schools. Another book, "Vocal Action and Language," treats a subject that is lately beginning to receive the attention it demands. The high merit of this book deserves the liberal commendation it is receiving. These books are published by Lee & Shepard, Boston, and may be counted among the "live" text-books of the season.

Teachers of botany will be greatly interested in the Cyclopedia of Floraculture published by Townsend MacCoun, 744 Broadway, N. Y. It will be found a valuable assistant in their studies, and is indispensable to those seriously interested in botany. We advise all such to send an order to the publisher for this valuable publication.

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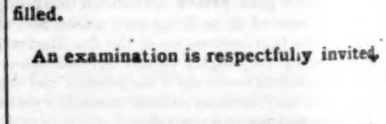

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HOME INSURANCE COMPANY OF NEW YORK. Office 119 Broadway. Sixty-third Semi-Annual Statement, January, 1885.

CASH CAPITAL,	$3,000,000 00
Reserve Premium Fund,	2,847,565 00
Reserve for Unpaid Losses and Claims,	465,798 64
Net Surplus,	1,141,726 91
CASH ASSETS,	$7,395,090 55

SUMMARY OF ASSETS.

Cash in banks,	$ 251,786 41
Bonds & Mt'gages, being 1st lien on R'l Es't	1,065,4 0 00
United States Stocks (market value),	2,845,635 00
Bank & R. R. Stocks & Bonds, (m'ket value)	1,699,400 00
State & City Bonds, (market value),	222,000 00
Loans on Stocks, payable on demand,	254,05 00
Interest due on 1st January 1885,	105,682 45
Premiums uncollected & in hands of agents,	356,002 72
Real Estate,	6 5,183 97
TOTAL.	$7,395,090 55

CHAS. J. MARTIN, President,
D. A. HEALD, V. P.; J. H. WASHBURN, V. P., & S.
T. B. GREENE, and W. L. BIGELOW, Ass't Sec's.

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My trouble always came after eating any food—
However light
And digestible,
For two or three hours at a time I had to go through the most
Excruciating pains,
"And the only way I ever got"
"Relief!"
Was by throwing up all my stomach contained. No one can conceive the pains that I had to go through, until
"At last?"
I was taken! "So that for three weeks I lay in bed and
Could eat nothing!
My sufferings were so that I called two doctors to give me something that would stop the pain; their
Efforts were no good to me.
At last I heard a good deal
"About your Hop Bitters!
And determined to try them."
Got a bottle—in four hours I took the contents of
One!
Next day I was out of bed, and have not seen a
"Sick!"
Hour, from the same cause since.
I have recommended it to hundreds of others. You have no such
"Advocate as I am."—Geo. Kendall, Allston, Boston, Mass.

Columbus *Advocate*, Texas, April 21, '83. Dear Editor:—I have tried your Hop Bitters, and find they are good for any complaint. The best medicine I ever used in my family. H. TALENER.

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"CAN you tell me where the skating rink is?" asked a man on a Springfield avenue car of the conductor.

"The charioteer will inform you," was the reply.

The passenger sought the jehu by the brake and repeated the inquiry.

"Wait until the postillion attaches the third horse and then I will have time to answer," said the lynx-eyed head light on the car, referring to the boy with the superannuated nag who is posted opposite the court house.

"The collosseum where they rotate on casters is just at the brow of the aclivite," he said a moment afterward. "I am going to stop there myself to revolve an hour or two."

"To what?" asked the passenger eyeing the victim of rinkomania curiously. "To revolve. That's the æsthetic slang for skating," said the driver as he threw the lines to his relief and made a break for the rink.—*New York Evening News.*

I ONCE read of a minister who was thoroughly versed in Hebrew and Greek, as well as being able to speak several of our modern languages, who had engaged a cooper of the town to make a cask for him. On a certain day he went to bring it home, expecting it to be completed, but being informed that it was not yet done, he inquired of the cooper, with the greatest simplicity, whether any part of it was finished, that he might take that part home. The cooper, being somewhat of a wag, replied that there was nothing done but the bung-hole, which he was at liberty to take home if he chose.

"CAN I bid?" asked a droll fellow, as he put his head into an auctioneer's shop. "Certainly," replied the auctioneer. "Then I bid you good evening," he remarked, as he walked smilingly away.

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"THERE are two boating associations here," wrote a Japanese student home, "called Yale and Harvard. When it rains, the members read books."

SEVERAL days ago Mr. Saunders, the proprietor of the Woodland *Democrat*, had occasion to transmit a message to Oakland, California, and the following was formulated and started over the wire in good shape: "Cannot come down till Thursday—foreman drunk." As appointed, he went down on Thursday, and was not a little chagrined to learn that his telegram had been the source of much puzzling and speculation among his friends, to whom it read as follows: "Cannot come down till Thursday forenoon—drunk."—*Virginia (Nev.) Enterprise.*

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"Oh, yes," replied Lucy innocently; "you mean if you stick a pin in it, it will go squash!"

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